

## **CHAPTER I**

### **INTRODUCTION**

This chapter represents the background of the study, research questions, purpose of the study, scope of the study, and the significant of the study.

#### **1.1 Background of the Study**

In Indonesian Elementary School, English as a local content subject. It means that the school itself make a decision whether English is taught in as one of the additional lesson or not (Kasihani, 1997). As a local content subject, Ministry of Education does not develop any syllabus for it. Formulation the instructional objectives and selecting the appropriate materials and strategies might be the first priority before the teacher decides to teach in Elementary School. Since the teacher is one of the most important factors in an English program, it is important that she/he have sufficient English competence and skills to select material and strategy for her/his students. The fact that the teachers are usually non-native speakers of English who may lack of opportunities to use the language or lack confidence in using that language. Thus, teacher needs discourse analysis not only to examine the relationship between language and the context, but also to monitor both the quantity and quality of students' output (Christie, 1995).

Pedagogic discourse which is also termed as classroom discourse, is a term used to the language that teacher and students use to communicate with each other in the classroom. The term of pedagogic discourse is intended to capture more than the conventional notion of a classroom in most work on the subject (Bernstein, 1990). Reymes (2008) defines pedagogic discourse is language-in-use in classroom context. In the classroom, context can range from the talk within a lesson, to a student's entire lifetime of socialization, to the history of the institution of schooling.

Pedagogic discourse which includes the interaction between language learners and their teacher or other learners, has been one of the most discussed topics in both classroom research and L2 (second language) acquisition. One important study of classroom discourse was carried out by Sinclair and Coulthard (1975) at the University of Birmingham ( Weihua Yu, 2009, p.153). They developed a model for the description of teacher-pupil talk based on a hierarchically structured system of ranks by analogy with Halliday's ranked scale approach. They found in the language of traditional native-speaker school classrooms a pattern of three-part exchanges: teacher elicitation, student response, and teacher feedback.

One of studies that analyze classroom discourse in Elementary School was conducted by Christie (2002). The study investigated the nature of the pedagogic discourse of schooling and the operation of the registers; regulative and instructional, each involved in building the pedagogic discourse.

Pedagogic discourse is important in classroom interaction since it influences the successful f the teaching-learning process. Moreover, when it comes to EFL context. EFL students have limited opportunities to learn English because the main place for learning English is in the classroom (David Paul, 2003). In the EFL context, classroom discourse also have been widely conducted. One of them was investigated by Weihua Yu (2009) The study is “An Analysis of College English Classroom Discourse”. In this study, the researcher investigated the patterns of classroom discourse. The finding of this study is agree with Sinclair & Coulthard’s findings on discourse structure. Several discourse patterns appear simultaneously in one class, because the teachers exerted the maximum amount of control over the classes and the patterns of the discourse

From the explanation above, an important point from the analysis of pedagogic discourse in a language classroom is that classroom discourse influences the successful of the language teaching and learning. Unfortunately, the previous studies above was not conducted in Elementary School. The previous studies mostly was conducted in College, Senior High School and Junior High School. In line with those situation, this study conducted in an English class in Elementary School. This study focused on analyzing teacher’s utterances to reveal the purpose and the pedagogic functions during classroom interaction in Elementary School. Differ from the previous study was conducted by Nadia Yama (2013) that used transitivity

system to analyze the data, this study used the pedagogical function by Bernstein (1990) and moves function by Halliday (2004) to reveal the pedagogic functions and the purpose of each pedagogic function are conveyed verbally by the teacher during the classroom interaction.

### **1.2 Research Questions**

1. What pedagogic functions are conveyed verbally by the teacher during classroom interaction?
2. What is the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction?

### **1.3 Purpose of the Study**

The purpose of this study are:

1. To reveal the pedagogic functions are conveyed verbally by the teacher occur during classroom interaction.
2. To find out the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction.

### **1.4 Scope of the Study**

This study is focused on analyzing the teacher's utterances occur during the classroom interaction, to reveal the pedagogic function and the purpose of teacher's utterances during the classroom interaction.

### **1.5 Significant of the Study**

1. The result of this study hopefully will be beneficial for the writer to enrich her knowledge in discourse analysis on the classroom area.
2. The result of this study hopefully will be beneficial for the teachers to improve their pedagogical discourse during classroom interaction.
3. The result of this study hopefully will be beneficial for the reader to give a better understanding about teacher and students interaction in elementary school.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Pedagogic Discourse**

Pedagogic discourse which is also termed as classroom discourse by Bernstein (1990) is a discourse that is in which person appreciate into particular pedagogic subject position, involving adopting of method of working, and ways of addressing and defining issues of a kind characteristic of the discourse concerned. Reymes (2008, p. 12) defines pedagogic discourse is language-in-use in classroom context. In the classroom, context can range from the talk within a lesson, to a student's entire lifetime of socialization, to the history of the institution of schooling.

Bernstein (1990) made clear that the term pedagogic discourse is used to cover a broader range of relationship and situation than those within schools. Bernstein (1990) argued that pedagogic discourse enable a systematic way of talking about the ways that the teacher and learners manage the curriculum content and each other interaction. Pedagogic discourse is intended to capture more than the conventional notion of a classroom discourse (Bernstein, cited in Christie, 1995, p. 221). It is intended to capture a sense of the social practices involved in educational activities and the

principles that determine the structuring or ordering of these in which both of these are realized in distinctive pattern of classroom text constructions.

Bernstein further explain that a pedagogic activity is most characteristically marked by its tendency to take the discourse of other settings from “outside the school” as it were, and to relocate them for the purposes of teaching and learning. It can be conclude that the discourse of physic, science, math, and so on, are found in many settings outside the school and those are effectively taken into the school for pedagogic activity.

## **2.2 Regulative and Instructional Registers**

A pedagogic discourse is realized in two sets of language choices: regulative register and instructional register (Bernstein, cited in Christie, 1995, p. 221). The regulative register relates to the overall goals of the activity and to the sequencing of teaching-learning behavior. The instructional register is to do with the field of knowledge or subject being taught.

Bernstein further argued that a set of internal rules underpin both the instructional and the regulative register of pedagogic discourse. The instructional discourse is underpinned by discursive rules or the rules of selection, sequencing, pacing and evaluating. While the regulative discourse is underpinned by the rules of hierarchy. Bernstein identified yet a third set of rules underpinning the two discourses, namely: rules of criteria which define what is regarded as legitimate or illegitimate learning in the pedagogic relation. Bernstein further argued that the inner logic of any pedagogic

practice consist of the relationship essentially between these three fundamental rules; and that all modalities of pedagogic practice are generated from the same set of fundamental rules and vary according to their classification and framing values.

### **2.3 EFL Classroom Interaction**

Classroom interaction is an interaction between the teacher and the learners and among the learners in the classroom (Tsui in Carter and Nunan, 2001). So, the interaction not only between teacher and the students but also among the students themselves. This study just focus on the teacher-learner interaction.

When teacher-learner interaction held, teachers should focus on three things when they talk with their students (Harmer in Khadidja 2010). First, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Second, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. The last, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

EFL is used in contexts where English is neither widely used for communication, nor used as the medium of instruction (Carter and Nunan, 2001). Indonesia is one of the countries where English is taught as a foreign



language in Elementary School, Junior High School and Senior High School and in other educational settings.

Nunan (2001) further argued that the ESL/EFL distinction has been an important one in language pedagogy for many years because, in each case, the context in which the teaching takes is very different, requiring different materials, syllabuses, and pedagogy. In EFL settings there is limited exposure to the language outside of classroom and limited opportunity to use it. So, the main place for learning English is in the classroom. The fact that the teachers are usually non-native speakers of English who may lack opportunities to use the language or lack confidence in using it. Interaction in the classroom is crucial terms in language learning since it influences the successful of the teaching-learning process.

## **2.4 Patterns of Classroom Interaction**

In classroom interaction, teacher and students exchange their ideas to make the meaningful teaching process (Bernstein cited in Singh 1996). When people communicate meaningfully, they try to get things done by exchanging information and good services. In this case, they are applying the transactional model of communication when they establish a communication to maintain a social relationship, they are applying interpersonal model of communication. Transactional communication occurs in our daily life.

Earlier research on teacher-student interaction has been focused on describing patterns of interaction found in classrooms. The three parts

sequence of teacher initiation, students response, and teacher evaluation (IRE) is the most common pattern of classroom interaction. Hall and Walsh (2002) conducted a study investigating teacher-student interaction focused on describing the patterns typical of interaction found in classroom. The IRE pattern involves the teacher posing a question to a student to which he or she usually already knows the answer. IRE pattern of interaction taken from Christie (2002) can be seen below:

I        T:        What is the capital of France?

R        S:        Paris

E        T:        Correct. (Evaluative)

In the IRE pattern of interaction, the teacher seems to have a big control over the interaction and plays the role of expert. This pattern of interaction typically involves one student at a time with the teacher moving on to ask a question of another student once he or she has evaluated the prior student's response. Students are expected to give a brief but correct response to the question, which is the evaluated by the teacher with such phrase as "good", "that's right", or "no, that's not right".

On the other hand, Sinclair & Coulthard, (1975) identified IRF sequence means teacher initiation-student response-teacher feedback. IRF pattern of interaction taken from Cullen (2002, p.120) of evaluative follow-up as follows:

- I      T:      Where was the picture taken? Yes, please.
- R      S:      In the aeroplane.
- F      T:      In the aeroplane. Good, yes. In the aeroplane.

The conversation above shows instead of evaluating (E), the teacher also followed up on the students' response (F) by asking them to expand on their thinking, justifying or clarify their opinion, or make connections to their own experiences. So the teacher directed the pattern of interaction that enhances opportunities for learning. IRF sequences encouraged students to give complete and clear response not only in the classroom but also in different kinds of actions.

#### **2.4.1 Moves Function by M.A.K Halliday & Matheiran (2004)**

British discourse analysis was influenced by M. A. K. Halliday's functional approach to language. Halliday's framework emphasizes the social functions of language and the thematic and informational structure of speech and writing. Halliday and Mattheisen (2004) divided speech role in the exchange into two: giving and demanding. Both roles are fundamentally equals. Based on what is being give and demand, they are divide into smaller groups that called by speech function; offer, statement, command, and question. Those speech functions are also called by move.

In any interaction, there is always participant who initiate a conversation and response to those functions. Each of those functions is represented in different speech role and commodity. "Offer" function deals

with goods-and-services commodity in giving role. ‘Statement’ is represented in the information commodity and giving role. “Command” appears in demanding goods-and-services. “Question” appears in demanding information. Those primary speech functions appear in the ‘initiation’ move which leads to the expectation of ‘response’ move to appear (Halliday and Matthiessen, 2004, p.107)

		Initiation [A/B]	Response	
			Expected [C]	Discretionary [D]
Give	Goods-and-services	Offer Shall I give you this teapot?	Acceptance Yes, please, do!	Rejection No, thanks.
Demand		Command Give me that teapot!	Undertaking Here you are.	Refusal I won't
Give	Information	Statement He's giving her the teapot.	Acknowledgement Is he?	Contradiction No, He isn't
Demand		Question What is he giving her?	Answer A teapot	Disclaimer I don't know.

Table 2.1 Speech functions and responses (*adopted from Halliday and Matthiessen, 2004, p.108*)

## 2.5 Young Learners

The age of our students is a major factor in our decisions about how and what to teach (Harmer,2002). Each student is an individual with different experiences both in and outside classroom. Students of different ages have different needs, competences, and cognitive skills. Brewster (2003) said that adults learn a foreign language have a long-term goal such as wanting to get a job where bilingual skills are important or wanting to study further in the country of the target language. On the other hand, children do not have specific foreign language needs, although some may under pressure from their parents or the school system, to pass English language examinations.

Harmer further explained that young children, especially those up to the ages of nine or ten, learn differently from older children, adolescent, and adults in the following ways: young learners respond to meaning even if they do not understand individual words. Young learners often learn indirectly rather than directly. They learning from everything around them rather than only focusing on the precise topic they are being taught. Young learners is audiovisual learners, so their understanding comes from explanation and from what they see and hear. Young learners generally display an enthusiasm for learning and a curiosity about the world around them. Young learners have a need for individual attention and approval from the teacher. Young learners are excited to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom. Young

learners have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Young learners may well be involved in puzzle-like activities in making things, drawing things, games, physical movement or songs because they love discovering things and they respond well to being asked to use their imagination. The way how to teach young learners is also different from adolescent or adult. Teachers have to make them to be working in groups in different parts of the classroom and changing their activity every ten minutes or so. Abe (cited in Kasihani, 1997) argued that young learners studying EFL should be treated differently from teenagers and adults. So, to attract the students' attention, an EFL teacher in Elementary School needs to know a variety of teaching technique, such as technique of asking question, conducting group activities, playing games, singing songs, and using media.

From the explanation above, it can be concluded that good teachers at this level need to provide a lot of learning experiences which encourages their students to get information for a variety of sources.

## **2.6 Teaching English in Elementary School in Indonesia**

In Indonesia, English is learnt as a foreign language which means Indonesian people didn't use English in their society. However, English is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64). It also stated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional that

English is a first foreign language to be taught and one of the compulsory subject to be taught at elementary school, junior high school, senior high school, and university. English is taught to gain students' inter language. On Bab VII tentang Bahasa Pengantar pada Pasal 33 Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, *bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik.*

Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan stated that *Kelompok mata pelajaran ilmu pengetahuan dan teknologi pada SD/MI/SDLB/Paket A, atau bentuk lain yang sederajat dilaksanakan melalui muatan dan/atau kegiatan bahasa, matematika, ilmu pengetahuan alam, ilmu pengetahuan sosial, keterampilan/kejuruan, dan local content subject yang relevan.* As a local content subject, Ministry of Education does not develop any syllabus for it. Formulating the objectives and selecting the appropriate materials and strategies might be the first priority before we decided to teach English in the Elementary School (Kasihani, 1997).

Kasihani (1997) further argued that the main objective of English lesson in the Elementary School is to let students know that beside their native and national languages, they also have foreign languages. They are expected to be interest in learning languages. It is hoped that they are able to comprehend simple oral and written English expressions.

It can be conclude that in Indonesian Elementary School, English as a local content subject. It means that the school itself make a decision whether English is taught in as one of the additional lesson or not (Kasihani, 1997). So, the students have limited opportunities to learn English because the main place for learning English is in the classrooms. The fact that the teacher are usually non-native speakers of English who may lack opportunities to use the language or lack confidence in using it. Interaction in the classroom is crucial terms in language learning since it influences the successful of the teaching-learning process.

## **2.7 Pedagogic Discourse in Teaching English in Elementary School**

Pedagogic discourse refers to the type of language use (performance) that is found in classroom situations. This students-teacher discourse is also referred to as pedagogic discourse, and it it different in form and function from language used in other situations due to the distinct social roles of students, teacher, and the activities they are engaged in (Richard, 1992). So, the discourse is used in teaching primary school is different with the other stage of education.

Primary schools' students are belong to young learners. Harmer (2002) explained that young learners, especially those up to the ages of nine or ten, learn differently from older children, adolescent, and adults. The way how to teach young learners is also different from adolescent or adult. Teacher have



to make them to be working in groups in different parts of the classroom and changing their activity every ten minutes or so.

A great number of studies have drawn much attention to analyze classroom discourse. Analysis of classroom discourse is useful when examining the effectiveness of teaching methods and the type of teacher-students interaction (Richard, 1992). The analysis has taken place in many classroom interaction, included in primary school. One of the study has been conducted by Heras (1993). The purpose of the study is to explore was constructed over a sustained period of time. The data source was observation and recorded that took place over two-half months.

From the explanation above, it can be concluded that good teachers in teaching young learners need to provide a lot of learning experiences which encourages their students to get information for a variety of sources. Classroom discourse analysis is needed not only to reveal teachers' pedagogical discourse during classroom interaction at Elementary School but also to develop teacher's reflective thinking about that goes on in their own classroom.

## 2.8 The Previous Study

Since the 1960s and early 1970s, many studies on classroom discourse have been undertaken in the English-speaking countries. A great number of them have drawn much attention to interaction between teachers and students. The first language classroom research was conducted by Bellack et al (1966). The study offered a simple description of classroom discourse involving a four-part framework, those are structure, solicit, respond, and react (cited in Dick Allwright & Kathleen M.bailey, 1991, p. 98). The study was guide deliberately focused on the nature of classroom activity with a view to understanding and ultimately improving classroom work. (cited in Christie, 2002, p.1).

The most important study was carried out by Sinclair and Coulthard (1975). They develop a model for the description of teacher-pupil talk based on a hierarchically structures system of ranks by analogy with Halliday's ranked scale approach. They found a pattern of three exchanges in the language of traditional native-speaker classroom, those are teacher elicitation, student response and teacher feedback.

Mehan (1979, cited in Wuihua Yu, 2009, p. 153) studied how classroom teaching and learning were structured. He offered the three structural components of a pedagogic discourse. First, an opening phase where the participants inform each other that they are going to conduct a lesson. Second, an instructional phase where information is exchanged

between teacher and students. Third, a closing phase where participants are reminded of what was the core of the lesson. However, Mehan notes that not all language lessons follow the same structure in that language classes may consist entirely of an instructional phase.

Nunan (1991) pointed out that teacher plays an important role in shaping classroom discourse and in maximizing opportunities for learning. Classroom discourse is important for the organization and management of classroom because it is through speech that teachers either succeed or fail to implement their teaching plan. (cited in Weihua Yu, 2009, p.153).

In the EFL context, classroom discourse also has been widely conducted. McTear (cited in Weihua Yu, 2009, p.153) observed four types of language use in EFL classroom discourse: 1) mechanical (i.e. no exchange of meaning is involved); 2) meaningful (i.e. meaning is contextualized but there is still no new information to be conveyed); 3) pseudo-communication (i.e. new information is conveyed but in a manner that would be unlikely to occur outside the classroom); 4) real communication (i.e. spontaneous speech resulting from the exchange of opinions, jokes, classroom management etc). Pedagogic discourse is believed to result from real communication type of language use, pseudo-communication is between these two aspects.

The previous study was investigated by Weihua Yu (2009). The study is "An Analysis of College English Classroom Discourse". In this study,

the researcher investigated the patterns of classroom discourse. The data sources of this study was classroom observation collected from three college English classrooms of non-English major at Qingdao University of Science and Technology. The finding of this study is agree with Sinclair & Coulthard's findings on discourse structure. Several discourse patterns appear simultaneously in one class, because the teachers exerted the maximum amount of control over the classes and the patterns of the discourse.

Another study was carried out by Jingxia Liu and Thao Le (2012). The study is "A Case Study on College English Classroom Discourse". The purpose of this study is to find out the features of College English classroom discourse from the three aspects, those are; the amount of teacher talk, the structure of classroom discourse, and the question of teacher. The data source of this study was classroom observation at English Classroom in Three Gorges University in China. The findings of this study are; first, as to the amount of teacher talk, the study finds that teacher talk far exceed students talk. Teacher talk still dominates College English classroom at CTGU. Second, with regard to the types of discourse structure, IRF is frequently used. The last, in term of teachers' question, the teacher use more display question than referential question.

The other study was investigated by Liu Xin, Lou Luzheng and Shi Biru (2001). The study is “EFL (English as a Foreign Language) Classroom Discourse Analysis of a Vocational College and Some Reflection”. The purpose of the study is to reveal the present state of EFL classroom in a vocational college from the angle of classroom discourse analysis, especially the aspect of teacher talk. The data source of the study is classroom observation of three English teachers of a Vocational College in Zhejiang Province. The finding of the study is teacher talk still dominates the interaction between teacher and students in the present EFL classroom in the vocational college and neither meets the requirement of the student-centered teacher notion.

The other study has been done by Nadia Yama (2013) analyzed and revealed the pedagogic functions and the purpose of teachers’ utterances in English classroom interaction. The data of this study is an English teacher of Junior High School. The findings of this study shows that classroom interaction observed was dominated by the occurrences of instructional functions. Teacher’s interactional register such as giving command, asking question, giving statement, and follow up to the students were given to make students participate actively in teaching and learning process.

Unfortunately, the previous studies above was not conducted in Elementary School. The previous studies mostly was conducted in College, Senior High School and Junior High School. In line with those situation, this

study conducted in an English class in Elementary School. This study focused on analyzing teacher's utterances to reveal the purpose and the pedagogic functions during classroom interaction in Elementary School. Differ from the previous study was conducted by Nadia Yama (2013) that used transitivity system to analyze the data, this study used the pedagogical function by Bernstein (1990) and moves function by Halliday (2004) to reveal the pedagogic functions and the purpose of each pedagogic function are conveyed verbally by the teacher during the classroom interaction. The data source was the classroom observation and the interview of an English teacher in Elementary School. The researcher firstly transcribed the video observation. Those transcriptions were analyzed to reveal the pedagogic functions and the purpose of each pedagogic function are conveyed verbally by the teacher during the classroom interaction.

## **2.9 Conceptual Framework**

This study is focused on analyzing the teacher's utterances occur during the classroom interaction, to analyze the pedagogic function and the purpose of each pedagogic function are conveyed verbally by the teacher during the classroom interaction. In classroom interaction, teacher and students exchange their ideas to make the meaningful teaching process (Bernstein cited in Singh 1996). Thus, interaction in the classroom is crucial terms in language learning since it influences the successful of the teaching-learning process.

This study was conducted in Elementary School. Since Elementary School's students are belong to young learners, so it should be treated differently from teenagers and adults (Abe, cited in Kasihani 1997). Harmer (2002) explained that young children, especially those up to the ages of nine or ten, learn differently from older children, adolescent, and adults. In teaching young learners, the teachers need to provide a lot of learning experiences which encourages their students to get information for a variety of sources.

Unfortunately, English as a local content subject at Elementary School in Indonesia. It means that the school itself make a decision whether English is taught in as one of the additional lesson or not (Kasihani, 1997). So, the students have limited opportunities to learn English because the main place for learning English is in the classrooms. Since the teacher is one of the most important factors in an English program, it is important that she/he have sufficient English competence and skills to select material and strategy for her/his students. The fact that the teachers are usually non-native speakers of English who may lack of opportunities to use the language or lack confidence in using that language. It needs discourse analysis to reveal teachers' pedagogical discourse during classroom interaction at Elementary School. This study analyzed the pedagogical functions as proposed by Bernstein and the purpose of each pedagogic function are conveyed verbally by the teacher using theory of function by Halliday.

## **CHAPTER III**

### **METHODOLOGY**

This chapter will explain overview of the study, setting and participant of the study, design of the study, data collection, and data analysis procedure.

#### **3.1 Overview of the Study**

The study was conducted by doing classroom observation and the interview of an English teacher in Sekolah Dasar Negeri Rawamangun 12 Pagi. The observations were conducted in grade 6 class. The equipment was used in the observation is audio and video recorder using digital camera. The video recorder was beneficial for the researcher to recall what happened in the classroom while do the observation. The total of the observations was 3 times. The observations were transcribed into the written text. The transcriptions was analyzed by using moves function by Halliday (2004) to reveal pedagogical functions and the purpose of each pedagogic function are conveyed verbally by the teacher. The interview of an English teacher was beneficial to confirm the findings of the study. The processes types occur in the transcript are described and interpreted in the next chapter.



### **3.2 Setting and Participant of the Study**

The setting in this study during the observation was Sekolah Dasar Negeri Rawamangun 12 Pagi. The participants of this study was the English teacher of 6 grade in Sekolah Dasar Negeri Rawamangun 12.

#### **3.2.1 Setting of the Study**

The study was conducted by doing an observation in SDN Rawamangun 12 Pagi from April until May 2016. The first observation was carried out on April 2016 and ended by the last observation on May 2016. Each session of the observation is 1 hour. SDN Rawamangun 12 Pagi has 3 floors. It has 36 classes, 6 toilets, 1 mushola, 2 teachers' rooms, 1 principle office, 1 administration office, 1 Aula, 1 Laboratory, and 1 sport ground. The three observed classes have same general equipment within the class, such as a whiteboard, an LCD, two ACs, lockers, a cupboard, a clock, and a set of chairs and desks. The three observed classes have same seating arrangements. All students were seated to face the teacher on front of the class. Each class has the total number of thirty to thirty-two students.

#### **3.2.2 Participant of the Study**

The participant of the study is the English teacher of grade 6 class at SDN Rawamangun 12 Pagi. Later, the teacher was named as T. The English Teacher was graduated from English Education Study Program at State University of Jakarta and Magister of Science at

University of Indonesia. Teacher always greet the students and pray together before starting the lesson. The teacher always ask who did not come on that day and called their students' names to check their attendance.

### **3.3 Design of the Study**

This study is focused on revealing the pedagogic functions and the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction. In order to achieve that purposes, a classroom discourse analysis is employed as the research design. Classroom discourse analysis is an aspect of classroom process research, which is one way for teachers to monitor both the quantity and quality of students' output (Nunan, cited in Yu 2009). During the classroom observation, the researcher is a non participant researcher. The researcher was not involved in the classroom interaction. The researcher just will record and do not interrupt the classroom interaction.

### **3.4 Data Collection**

There is no substitute for direct observation as a way of finding out about language classroom (Nunan, cited in Wihua Yu, 2009) , therefore the data source of this study was gained through the observations of classroom interaction. The equipment was used in the observation is audio and video recorder using digital camera. The video recorder was beneficial for the researcher to recall what happened in the classroom while do the observation.

The observation was conducted in grade 6 class, from April to May 2016. Afterward, the recordings were transcribed in the written text. The transcriptions were analyzed by using theory of function by Halliday and the pedagogical functions as proposed by Bernstein to reveal the pedagogical functions and the purpose of each pedagogic function are conveyed verbally by the teacher. The processes types occur in the transcript are described and interpreted in the next chapter.

### **3.5 Data Analysis Procedure**

The data analysis were :

1. Transcribe the recorded classroom interaction.
2. Put the teacher and students' utterances from the transcription into the table of Initiation-Response-Follow Up by Coulthard (1975)
3. Determine the pedagogical functions from teacher's utterances into the categories of Regulative and Instructional Register as proposed by Bernstein (1990).
4. Calculating the frequency of pedagogical function occurred in the classroom interaction.
5. Determine the purpose of each pedagogic function are conveyed verbally by the teacher used moves function by Halliday (2004)
6. Display the result.
7. Draw conclusion.

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

This chapter presents the finding and elaboration of the problems statements. The researcher observed and recorded the classroom interaction in grade 6 of the chosen school. Afterward, the researcher transcribed the records and analyzed the transcriptions.

The problem statements that will be answered are:

1. What pedagogic functions are conveyed by the teacher during classroom interaction?
2. What is the purpose of each pedagogic function are conveyed by the teacher during classroom interaction?

#### **4.1 Findings**

The transcriptions were analyzed by using moves function by Halliday (2004) and the pedagogical functions as proposed by Bernstein (1990) to reveal the pedagogical functions and the purpose of each utterances said by the teacher. After analyzing the data moves function by Halliday (2004), the researcher found 640 utterances which 420 teacher's utterances and 220 students' utterances. It can be seen that the teacher was dominated the classroom interaction.

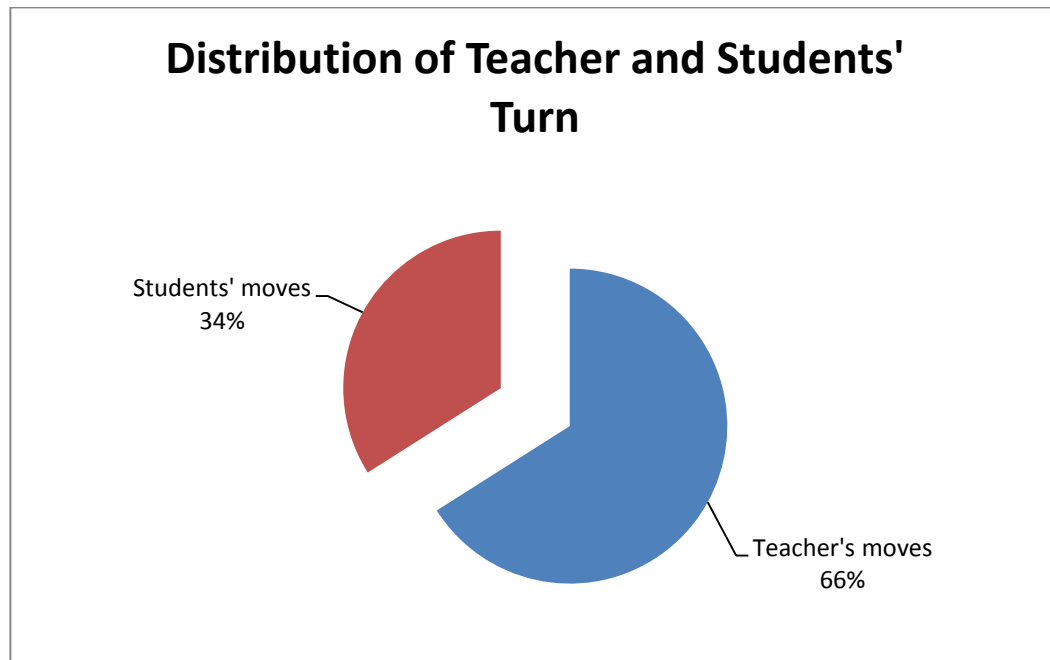


Chart 4.1.1 Distribution of Teacher and Students' Turn

#### **4.1.1 Pedagogical functions found in the classroom interaction**

The findings reveal the pedagogic functions of teacher's utterances during classroom interaction consist of regulative and instructional register. The pedagogic function of teacher's utterances occurred during classroom interaction can be seen in the chart below.

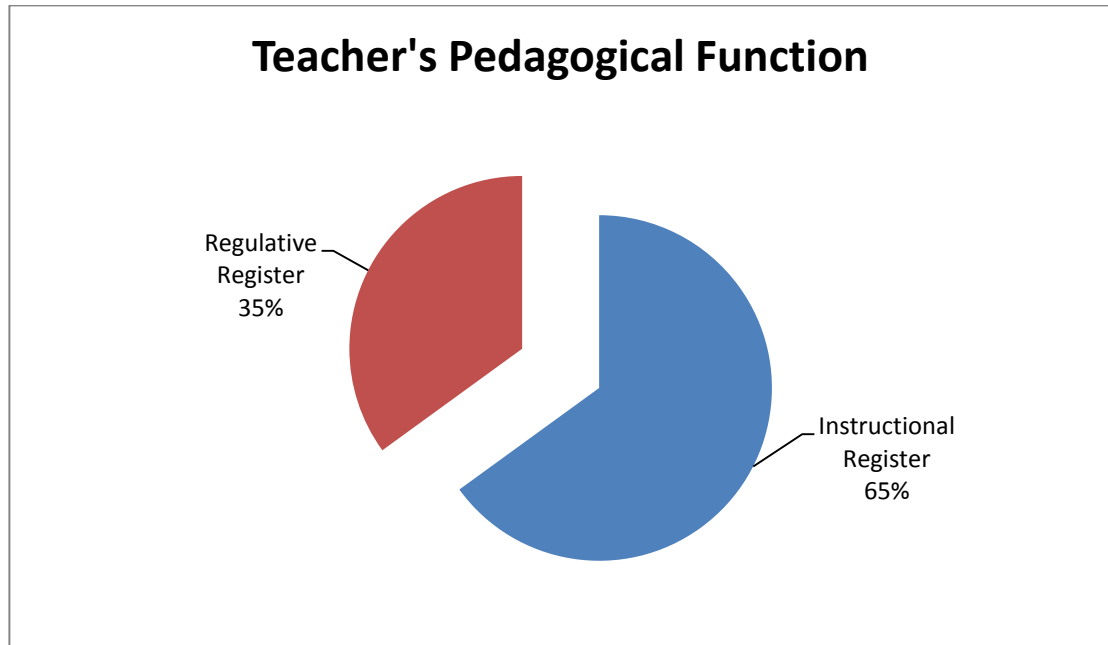


Chart 4.1.1.1 Teacher's Pedagogic Function

From the data above, instructional register mostly occurred in teacher's pedagogic discourse during classroom interaction. It was 65% of the total of teacher's utterances. This register found in the beginning of the lesson but also in main activities such as explaining the material, question-answer session and correcting students' work. Instructional register occurred when teacher explained the material, asking the students to check students' comprehension, and giving follow up to the students. The regulative register occurred 35% from all teacher's utterances. While regulative register occurred when the teacher manage classroom situation such as command students to gain attention back to the teacher.

#### 4.1.2 The purposes of each pedagogic function are conveyed verbally by teacher

After revealing the pedagogic function of teacher's utterances during classroom interaction, the researcher find out the pedagogical purpose of each pedagogic function are conveyed verbally by the teacher. The findings find out the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction the moves function as proposed by Halliday. Halliday (2004) classify moves into three types. They are: Initiation, Response, and Follow Up. The moves during classroom interaction from the transcribed video can be seen from the chart 4.1.2.1 below.

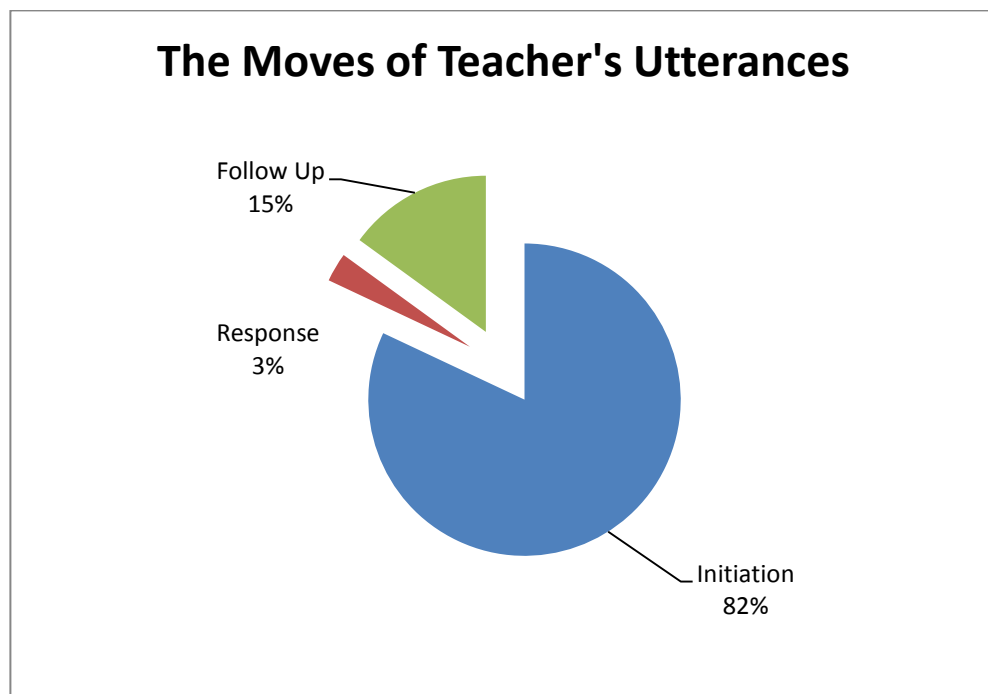


Chart 4.1.2.1 The Moves of Teacher's Utterances

The chart above showed that the type of purpose mostly occurred in the classroom interaction was initiation. The moves were 82% of the total of teacher's utterances. The moves of initiations that given by the teacher in giving command to the students, asking question to the students, and in giving statement during classroom interaction. Another type is response. This move occurred 3% of the total teacher's utterances. Responses that usually given by the teacher is to respond students' question. The last type is follow up. This type occurred 15% of the total teacher's utterances. The type of follow up that given by the teacher is giving praise and evaluating students' answer.

From the pedagogic function of teacher's utterances, the researcher found the purpose of each pedagogic discourse of each function. The instructional register found in the teacher's initiation. Teacher initiate the classroom interaction when she explain the material. The purpose of explain the material was to convey the fact and information that will be useful for students to know. The example of this purpose can be seen in the utterances below.

**Extract 1 (Meeting 1, Episode 2, 35-36)**

**T** : *"My hobbies are drawing, swimming and bla bla bla"*

**T** : *"Tapi kalo kamu mau sebut satu berarti my hobby is swimming. Udah, nggak ada lagi yang lain."*



The other purpose of explain the material was to explain what to do and how to do it. It can be seen at he example below of this purpose, the teacher explain how to tell about the students' birthday.

**Extract 2 (Meeting 1, Episode 2,74-75)**

**T** : *"If you are going to tell your friends about your birthday, is it in or on?"*

**S** : "On"

**T** : *"Okay, on. I was born on 26th July 2004 atau kamu juga boleh bilang, I was born in November."*

The teacher also initiate the classroom interaction when she asked a question to the students. The purpose of asking question was to check students' comprehension. The teacher checked students' comprehension to find out whether the students have really understood and learnt something. The example of this purpose can be seen in the utterances below.

**Extract 3 (Meeting 1, Episode 2,133-136)**

**T** : *"How many color of the grapes that you know?"*

**S** : "Three"

**T** : *"What are those?"*

**S** : *"Purple, green, and red."*

The teacher initiate the classroom interaction when she giving command to the students. The purpose of giving command was to minimize using Bahasa in English class. The example of this purpose can be seen in the utterances below.

**Extract 4 (Meeting 1, Episode 2,126-127)**

**T** : *"Can somebody tell me what is across?"*

**S** : *"seberang"*

**T** : *"No in bahasa Indonesia. I asked you in English"*

The teacher also gave command to the students to answer teacher's question. The purpose of giving command was to find out students' understanding. The example of this purpose can be seen in the teacher's utterance below.

**Extract 5 (Meeting 3, Episode 2,35)**

**T** : *"Fadli, tell me what the different between grapes and wine!"*

Beside giving initiation, the teacher also gave follow up to the students in order to give praise to the students and evaluate students' answer. The purpose of giving praise to the students was to make the students feel encouraged and motivated. It seems that the teacher was pleased with the students and their work. The example of this purpose can be seen in the utterances below.

**Extract 6 (Meeting 2, Episode 2,33-34)**

**T** : *"Why are the fox getting angry?"*

**S** : *"He could not reach the grapes."*

**T** : *"Very Good!"*

The teacher also gave follow up to the students to evaluate students' answer. The purpose of evaluating was to give a chance to students to expand their

thinking and opinion. The example of this purpose can be seen in the utterances below.

**Extract 7 (Meeting 2, Episode 2,92-93)**

T : *“Who is the leader of a movie-shooting activity?”*

S : *“Directors.”*

T : *“Direcor? Ya. What about a conductor?”*

S : *“A person leading the orchestra.”*

The other pedagogic function was regulative register. The regulative register occurred when the teacher manage classroom situation. The purpose of managing classroom situation was to keep classroom clean. The example of this purpose can be seen in the utterance below.

**Extract 8 (Meeting 1, Episode 1,11)**

T : *“Rahim, ((point the rubbish)) deket sama matamu itu loh”*

Another purpose of managing classroom situation was to manage students misbehavior. This purpose was used to maintain classroom atmosphere. The example of this purpose can be seen in the utterance below.

**Extract 8 (Meeting 1, Episode 1,11)**

T : *“Raffi, could you please take off the gloves because it’s not science class anymore”*

Another purpose of managing classroom situation was to make sure students was sitting in their seats. The example of this purpose can be seen in the utterance below.

**Extract 9 (Meeting 1, Episode 1,4)**

T : *“Julian, are you sitting in the mikrolet or in the classroom? Back to your seat please.”*

The other purpose of managing classroom situation was to control the students activity. The example of this purpose can be seen in the utterance below.

**Extract 10 (Meeting 3, Episode 3,17)**

T : *“Stop working! Pens down! Pencils down!”*

## **4.2 Discussions**

This study was aimed to reveal the pedagogical function and the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction in Elementary School. The findings reveal the pedagogical functions and the purpose of each pedagogic function are conveyed verbally by the teacher during classroom interaction.

Before finding out the purpose of each pedagogic function are conveyed verbally by the teacher, the researcher reveal the pedagogical functions into regulative and instructional register as proposed by Bernstein (1990). Christie (2002) argued that the two register work well in building the pedagogic discourse of the regulative serves to point directions and defines goal with respect to the content being taught as a feature of the instructional

register. The findings reveal that teacher's utterances during classroom interaction consist of regulative and instructional register.

Instructional register mostly occurred in teacher's pedagogic discourse during classroom interaction. This register found in the beginning of the lesson but also in main activities such as explaining the material, question-answer session and correcting students' work. Instructional register occurred when teacher explained the material, asking the students to check students' comprehension and giving follow up to the students. While regulative register occurred when the teacher manage classroom situation such as command students to read the sentence by heart, to concentrate and not to make noisy in the classroom.

Halliday (2004) classify moves into three types. They are: Initiation, Response, and Follow Up. The type of purpose mostly occurred in the classroom interaction was initiation. It means that the teacher still dominated the classroom interaction as a initiator. In Elementary School, teacher dominate the classroom interaction is a good thing since young learners still need guidance from the teacher to learn English. The main objective of English lesson in the Elementary School is to let students know that beside their native and national languages, they also have foreign languages. They are expected to be interest in learning languages. It is hoped that they are able to comprehend simple oral and written English expressions.

The findings of previous study conducted by Nadia Yama in Junior High School, shows that teacher also still dominate the classroom interaction. In Junior High School, students should be as the center of teaching and learning process. It means that teacher should give chances to students to have a bigger role in dominating initiation during classroom interaction. As stated in the curriculum the objective of teaching English in Junior High School is aimed at enabling students to reach functional level in a sense so they can communicate in spoken and written way to solve daily problems. To achieving that purposes, the students need chances to develop and practice their language skills.

From the pedagogic function of teacher's utterances, the researcher found the purpose of each pedagogic discourse of each function. The instructional register found in the teacher's initiation. Teacher initiate the classroom interaction when she explain the material. The purpose of explain the material was to convey the fact and information that will be useful for students to know. The other purpose of explain the material was to explain what to do and how to do it.

The teacher also initiate the classroom interaction when she asked a question to the students. The purpose of asking question was to check students' comprehension. The teacher checked students' comprehension to find out whether the students have really understood and learnt something.

VanLier (1998) argued that questions of whatever sort are designed to get the learners to produce language. By asking question, the teacher not only can stimulate students to pursue knowledge on their own but also can develop students' interest and motivation to become actively involved in lessons. Sometimes, teachers' question were unclear, so students did not give any response since they did not understand the questions.

The teacher also initiate the classroom interaction when she giving command to the students. The purpose of giving command was to minimize using Bahasa in English class. The teacher also gave command to the students to answer teacher's question to find out students' understanding

Beside giving initiation, the teacher also gave follow up to the students in order to give praise to the students and evaluate students' answer. The purpose of giving praise to the students was to make the students feel encouraged and motivated. It seems that the teacher was pleased with the students and their work. The teacher also gave follow up to the students to evaluate students' answer. The purpose of evaluating was to give a chance to students to expand their thinking and opinion.

Following up should do by the teacher since it is not only give feedback to the students responses but also give a chance to students to expand their thinking and opinion. Wells (1993 cited in Hall and Walsh 2002,

p.190) stated that when the third part of the IRE sequence contained teacher evaluation (E) of student's response, it constrained student's opportunities. However, instead of evaluating student's response, the teacher also followed up on the students' response (F) by asking them to expand on their thinking, justifying or clarify their opinion, or make connections to their own experiences. So the teacher directed the pattern of interaction that enhances opportunities for learning.

The other pedagogic function was regulative register. The regulative register occurred when the teacher manage classroom situation. The purpose of managing classroom situation was to keep classroom clean. Another purpose of managing classroom situation was to manage students misbehavior, to make sure students was sitting in their seats, and to control the students activity. Classroom situation has a significant impact on the effectiveness of teaching and learning. Thus, the English teacher of Elementary School, need to provide a lot of learning experiences which encourages their students to get information for a variety of sources. Because young learners can easily get bored, losing interest after ten minutes or so (Harmer,2002).

From the discussion above, the English teacher of Elementary School is as initiator. The teacher dominate the classroom interaction is a good thing since young learners still need guidance from the teacher to learn English.



When the teacher gave the command, the students always undertake. Sometimes when the teacher asked a question then the students did not respond it, the teacher change the language become easier to be understood by the students, so they can answer it. The students did some initiation such as asking the meaning of word or sentence, using bahasa Indonesia. While the teaching respond them mostly in English because the teacher try to minimize using bahasa Indonesia in the English classroom.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This is the last chapter of the study. This chapter contains the conclusion and recommendation of the study. The conclusion that was derived from the discussion based on the research questions. The recommendation was presented to bring some suggestions related to the pedagogical practiced and further research.

#### **5.1 Conclusion**

The findings reveal the pedagogic functions of teacher's utterances during classroom interaction consist of instructional (65%) and regulative (35%) register. From the pedagogic function of teacher's utterances, the researcher found the purpose of each pedagogic discourse of each function.

The instructional register found in the teacher's initiation. Teacher initiate the classroom interaction when she explain the material, asking question, giving command and follow up. The purpose of explain the material was to convey the fact and information that will be useful for students to know. The other purpose of explain the material was to explain what to do and how to do it. The purpose of asking question was to check students' comprehension. The teacher checked students' comprehension to find out whether the students have really understood and learnt something.

The purpose of giving command was to minimize using Bahasa in English class. The teacher also gave command to the students to answer teacher's question to find out students' understanding. Beside giving initiation, the teacher also gave follow up to the students in order to give praise to the students and evaluate students' answer. The purpose of giving praise to the students was to make the students feel encouraged and motivated. It seems that the teacher was pleased with the students and their work. The teacher also gave follow up to the students to evaluate students' answer. The purpose of evaluating was to give a chance to students to expand their thinking and opinion.

The other pedagogic function was regulative register. The regulative register occurred when the teacher manage classroom situation. The purpose of managing classroom situation was to to manage students misbehavior, to make sure students was sitting in their seats, and to control the students activity.

## **5.2 Recommendation**

The researcher wants to recommend for the future research on the same topic that pedagogic discourse is important to be analyzed since it can influence students to reach educational goals in language learnings. The future researcher is also recommended to conduct this discourse analysis in the different situation of ELT such as in the different age of learners, in the Senior High School or in the College. Beside for future research, the findings of the study are also for the input of researcher to have a broader understanding about discourse analysis and English classroom interaction.

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